

2012 MAS/FPS 43rd Fall Director's Institute **Getting It Right!!!**



- Michigan's transition to a state of the art School Improvement Platform for online reporting

Streamlining Joint Decision

- OEII
- OFS
- BAA
- SRO
- AdvancED Michigan



RICK SNYDER
GOVERNOR

STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

June 28, 2012

MEMORANDUM

TO: Local Education Agency Principals, Local and Intermediate School
District Superintendents, and Public School Academy Directors

FROM: Sally Vaughn, Ph.D. *Sally*
Deputy Superintendent/Chief Academic Officer

SUBJECT: School Improvement Streamlining and Enhancements

A core team of members from the Office of Education Improvement and Innovation, the Office of Field Services, the Bureau of Assessment and Accountability, and AdvancED, along with Intermediate School District (ISD) partners, have finalized the process of streamlining the completion of School Improvement Planning in Michigan. This recommendation, based on feedback from focus groups around the State, will reduce the burden on schools and help focus school improvement efforts to boost student achievement.

Starting in November 2012, all schools will use the enhanced AdvancED Adaptive System of School Improvement Support Tools (ASSIST) Platform for completion of their School Improvement reporting. ASSIST is a single, integrated, dynamic tool that combines data, process analysis, and improvement planning together in a user-friendly, point-and-click format.

Streamlining changes include the following:

- Plans for all Michigan schools are three to five years in length. While schools should revisit their School Improvement Plan every year and make appropriate changes based on data, the plan does not need to be redone annually.
- The revised School Data Profile/Analysis will allow recording the use of local assessments and state assessments, as well as district-used common assessments. Achievement data must be revisited annually.
- Perception data will be available in ASSIST in the form of Surveys and the Stakeholder Feedback Diagnostic.

**So much more than
before. And so
much less, too.**

ASSIST

The AdvancED Adaptive System of School Improvement Support Tools (ASSIST) is a state-of-the-art system that allows schools to streamline and enhance their efforts to boost student achievement.



Online Reporting

- Ease of reporting
- More user friendly navigation
- Point and click (fewer clicks)
- Reduction of redundant questions
- One place for multiple reports
- Addition of Transformation/Turnaround Plan

System Enhancements

- All reports open all the time - no more waiting for reports to be opened
- Intelligent/dynamic assurances and diagnostics
- Questions linked to multiple requirements
- Consistent format from tool-to-tool and report-to-report
- Just-in-time training, guidebooks, and video tutorials

Enhancements *Continued*

- Ability to use and re-use reporting components without additional work
- Easily download and share action plan like documents with staff so all stakeholders can implement the plan
- Interconnected platform design

Streamlined Reporting



Continuous School Improvement Model

Year	SPR	Student Diagnostics	SI Plan
Year One	Complete the 40 or 90* or ASSIST SA (90 or SA to be done every 5 years)	Complete entire Profile and Analysis Student Diagnostics	Write 3-Year School Improvement Plan with annual measureable targets – use School Improvement Evaluation Questions 1 – 3 to design activities for strategy implementation.
Year Two	Update School Process Rubrics connected to the strategies in the SI Plan Follow appropriate rotation	Incorporate updated student data as evidence of progress on SI Plan	Complete the School Improvement Evaluation tool Question 5, then 1-4 for each measureable objective/strategy; incorporate student data as evidence. Update Plan based on results of using tool.
Year Three	Update School Process Rubrics connected to the strategies in the SI Plan Follow appropriate rotation	Incorporate updated student data as evidence of progress on SI Plan	Complete the School Improvement Evaluation Tool Question 5, then 1-4 for each measureable objective/strategy; incorporate student data as evidence. Write new 3-Year School Improvement Plan with annual measureable targets – use School Improvement Evaluation Questions 1 – 3 to design activities for strategy implementation
Year Four	Update School Process Rubrics connected to the strategies in the SI Plan Follow appropriate rotation	Incorporate updated student data as evidence of progress on SI Plan	Write 3-Year School Improvement Plan with annual measureable targets – use School Improvement Evaluation Questions 1 – 3 to design activities for strategy implementation.
Year Five	Update School Process Rubrics * 90/ SA connected to the strategies in the SI Plan Follow appropriate rotation	Complete entire Profile and Analysis Student Diagnostics	Complete the School Improvement Evaluation tool Question 5, then 1-4 for each measureable objective/strategy; incorporate student data as evidence. Update Plan based on results of using tool.
Year Six	Update School Process Rubrics connected to the strategies in the SI Plan Follow appropriate rotation	Incorporate updated student data as evidence of progress on SI Plan	Complete the School Improvement Evaluation Tool Question 5, then 1-4 for each measureable objective/strategy; incorporate student data as evidence. Write new 3-Year School Improvement Plan with annual measureable targets – use School Improvement Evaluation Questions 1 – 3 to design activities for strategy implementation

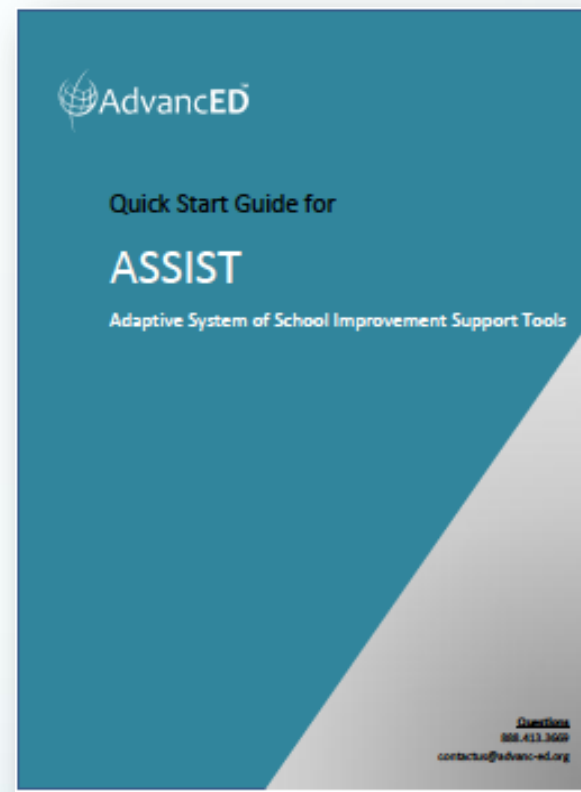
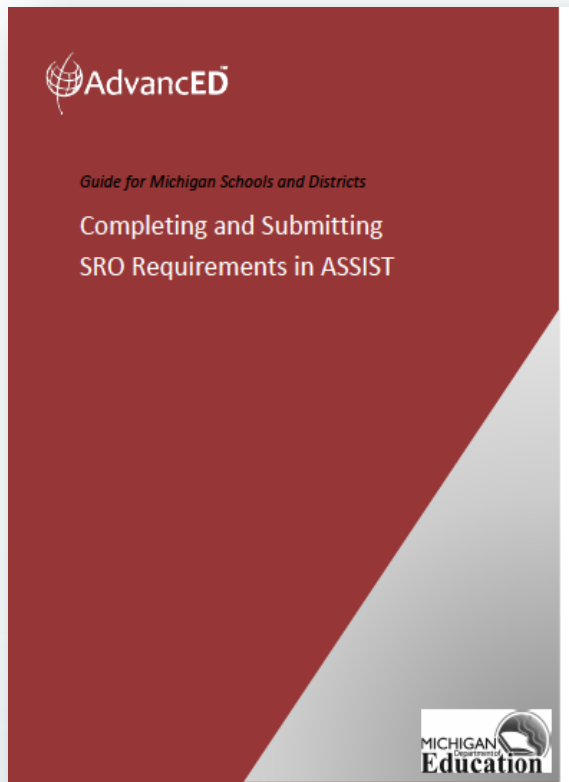
*A simplified version of the SPR 40/90 may be available pending the outcome of current litigation.

School Improvement (Program) Evaluation Questions:

1. What is/was the readiness for implementing the strategy?
2. Do/Did participants have the knowledge and skills to implement?
3. Is/Was ~~there~~ opportunity for high-quality implementation?
4. Is/was the strategy implemented as intended?
5. What is/was the strategy's impact on students?

Conclusions: Should the strategy be continued? ~~modified?~~ ~~dropped?~~

Guidebook and Video Training

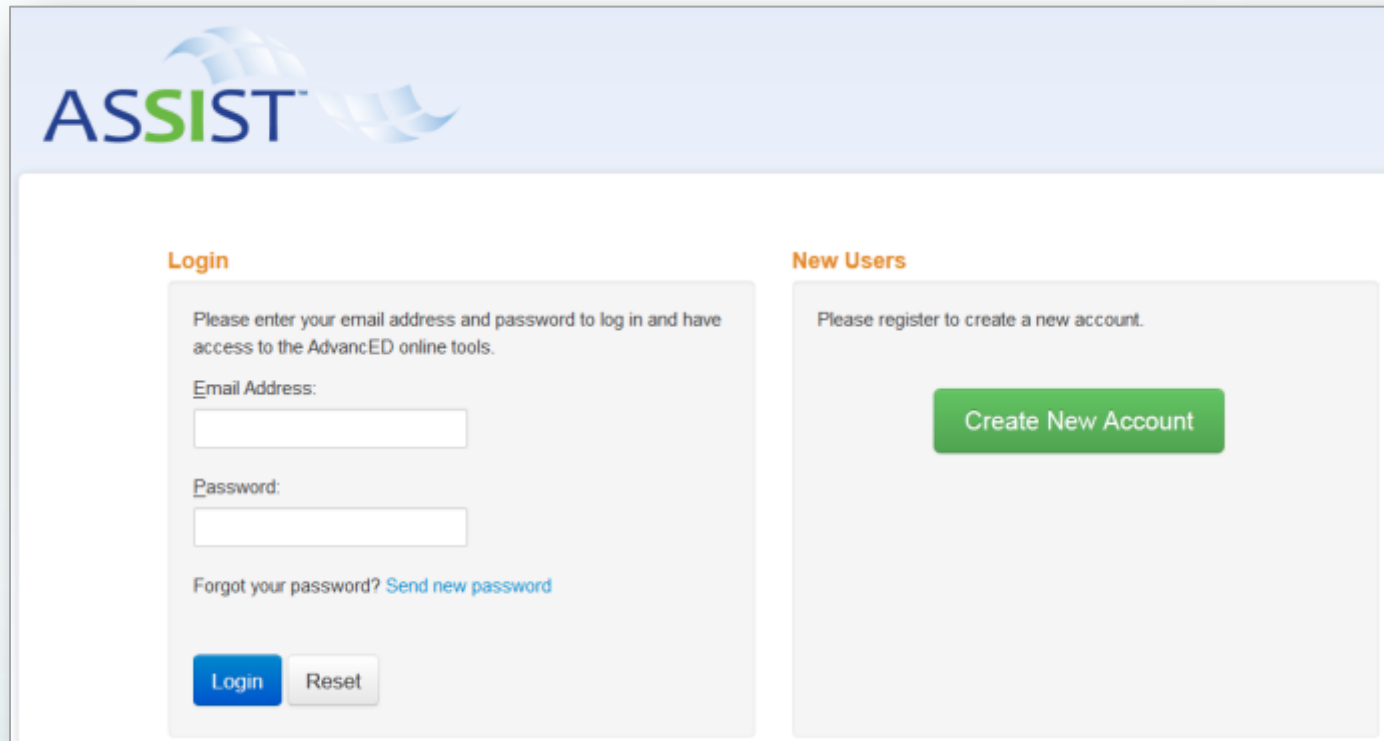


ASSIST® Overview

The primary navigation of ASSIST takes place using a series of tab across the top of the screen. Specific tools are provided within each tab. The following diagram provides a basic overview of the ASSIST tabs and what is located within each.

Overview	Profile	Diagnostics & Surveys	Assurances	Goals & Plans	Actions & Reviews	Portfolio
Due dates for required tasks - upcoming, past due, and completed	<p>Basic institution, demographic, affiliation, accreditation, and accountability status information</p> <p>Performance section is currently blank</p>	<p>Diagnostics:</p> <ul style="list-style-type: none"> • Executive Summary • Focus School Diagnostic • Transformation Redesign Diagnostic • Turnaround Redesign Diagnostic • Single Building District Resource Allocation Self-Assessment Diagnostic • District Resource Allocation Self-Assessment Diagnostic • Self-Assessment • Student Performance • Stakeholder Feedback <p>Surveys:</p> <ul style="list-style-type: none"> • Parent • Staff • Middle/High Student (6-12) • Elementary Student (3-5) • Early Elementary Student (K-2) 	<p>Yes/No Certification Questions –</p> <p>AdvancED and MDE state and federal assurances</p>	<p>Build and manage goals and improvement plans</p>	<p>Check and balance to ensure appropriate goals and strategies are in place</p> <p>Currently blank for MI schools</p>	<p>Documents for submission (Focus and Priority School/District Reports and Accreditation Reports where applicable)</p>

Accessing ASSIST – Option 1



The screenshot shows the ASSIST web interface. At the top left is the ASSIST logo, which consists of the word "ASSIST" in blue and green text next to a stylized blue and white wave graphic. Below the logo, the page is divided into two main sections: "Login" and "New Users".

Login

Please enter your email address and password to log in and have access to the AdvancED online tools.

Email Address:

Password:

Forgot your password? [Send new password](#)

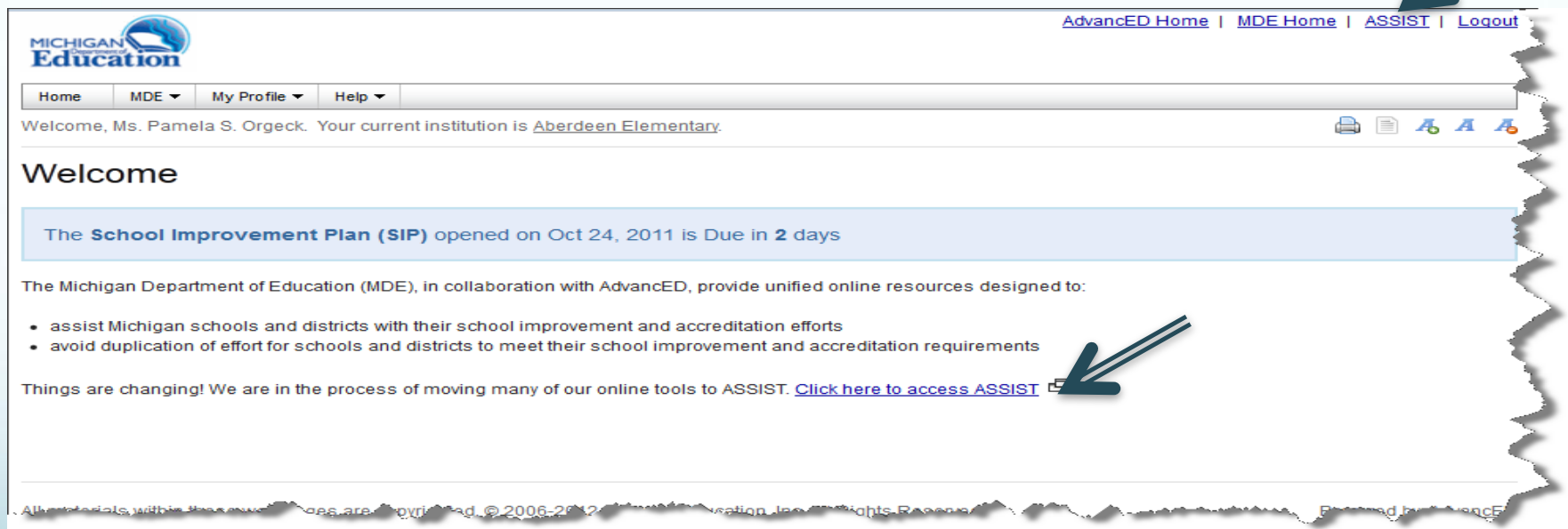
New Users

Please register to create a new account.

www.advanc-ed.org/assist

Accessing ASSIST – Option 2

Log into the Management System and use one of the ASSIST links



The screenshot shows the Michigan Department of Education (MDE) website. In the top right corner, there is a navigation bar with links: [AdvancED Home](#), [MDE Home](#), [ASSIST](#), and [Logout](#). A blue arrow points to the [ASSIST](#) link. Below the navigation bar, there is a welcome message: "Welcome, Ms. Pamela S. Orgeck. Your current institution is [Aberdeen Elementary](#)." Below this, there is a "Welcome" section with a blue banner stating: "The **School Improvement Plan (SIP)** opened on Oct 24, 2011 is Due in 2 days". Below the banner, there is a paragraph: "The Michigan Department of Education (MDE), in collaboration with AdvancED, provide unified online resources designed to:" followed by a bulleted list:

- assist Michigan schools and districts with their school improvement and accreditation efforts
- avoid duplication of effort for schools and districts to meet their school improvement and accreditation requirements

 Below the list, there is a paragraph: "Things are changing! We are in the process of moving many of our online tools to ASSIST. [Click here to access ASSIST](#)". A blue arrow points to this link. At the bottom of the page, there is a footer with copyright information: "All materials within this website are copyrighted. © 2006-2012 Michigan Department of Education. All rights reserved. Printed by AdvancED".

[Overview](#)[Profile](#)[Diagnostics & Surveys](#)[Assurances](#)[Goals & Plans](#)[Actions & Reviews](#)[Portfolio](#)

Michigan Department of
Education

For more information and help with
ASSIST, [click here](#).

Overview

Tasks as of September 25, 2012

Below is a list of tasks to be completed by your institution. Simply click on a task to begin or continue your work.

Upcoming

- [Reform Redesign Report](#) is Due in 65 days on November 29, 2012



Diagnostics and Surveys

These Diagnostic and Survey Tools will assist your institution in collecting valuable data to inform your improvement efforts. We encourage you to use them regularly to gauge your progress.

Diagnostics

Surveys

Reports

To create a new diagnostic, click "Start a Diagnostic". For existing diagnostics, select a diagnostic name to view/edit the diagnostic.

[Start a Diagnostic](#)

[Overview](#)[Profile](#)[Diagnostics & Surveys](#)[Assurances](#)[Goals & Plans](#)[Actions & Reviews](#)[Portfolio](#)

Michigan Department of
Education

For more information and help with
ASSIST, [click here](#).

Start a Diagnostic

Choose a Diagnostic

✓ Executive Summary

Focus School Diagnostic

Improvement Plan Stakeholder Involvement

School Process Rubrics (40)

School Process Rubrics (90)

Self Assessment

Self Assessment with Early Learning Standard

Single Building District Resource Allocation Self-Assessment Diagnostic

Stakeholder Feedback Diagnostic

Student Performance Diagnostic

Transformation Redesign Diagnostic

Turnaround Redesign Diagnostic



School Process Rubrics (40)

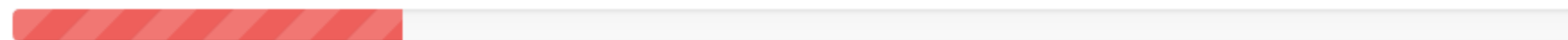
2012-13 SPR 40

Respond to each of the Strand Standards:

- Enter a response for each Key Characteristic in the Standard.
- Provide the Evidence that supports your response for each of the Key Characteristics.
- Answer the Focus Questions for the Standard.

Curriculum (I - Teaching for Learning)

1 of 4 items are completed



Instruction (I - Teaching for Learning)

4 of 7 items are completed



Assessment (I - Teaching for Learning)

3 of 3 items are completed



Instructional Leadership (II - Leadership)

Curriculum (I - Teaching for Learning)

[« Back to School Process Rubrics \(40\)](#)

The District holds high expectations for all students, identifies essential curricular content, and makes certain it is sequenced appropriately. Schools ensure that the aligned curriculum is taught effectively in the available instructional times. Assessments used are aligned to curricular content and are used to guide instructional decisions and monitor student learning.

✓ Denotes an incomplete response.

✓ Denotes a completed response that can be edited.

Summary of all responses

Respond	✓	The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.
Respond	✓	Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to another.
Respond	✓	The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.
Respond	✓	As the staff reviewed the school's responses to the questions asked around the Key

I.1.B.1: Staff Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level

Select all the evidence that support the choice made above.

- ☐ Career Clusters Standards: Mastery Level Grids
- ☐ Communication avenues including newsletters, on-line communication, displays: Extent to which the content of the communications includes references AND descriptions of curriculum
- ☐ CTE Program Standards: Program alignment documents
- ☐ Meeting agendas and minutes: Extent of conversation centered around curriculum, Agendas that promote curricular discussions within and across grade levels
- ☐ Written curriculum documents: Extent to which the written curriculum cross-references grade levels and

Other (be brief!)

Max 500 characters

< Previous

Save and Continue

School Process Rubrics (90)

Same layout and navigation,
just different content!

2012-13 SPR 90

Respond to each of the Strand Standards:

- Enter a response for each Key Characteristic in the Standard.
- Provide the Evidence that supports your response for each of the Key Characteristics.
- Answer the Focus Questions for the Standard.

Curriculum (I - Teaching for Learning)

8 of 9 items are completed



Instruction (I - Teaching for Learning)

7 of 7 items are completed



Assessment (I - Teaching for Learning)

7 of 7 items are completed



Self Assessment

Same layout and navigation,
just different content!

2012-13 Self Assessment

The Self Assessment (SA) is designed to facilitate the process of an internal reflection and assessment of the institution's current reality. Use the links below to navigate the diagnostic content and to record the ratings, evidence, and brief narrative to explain your ratings. The SA can be used as often as needed as a reflective process but is only submitted once prior to the External Review.

Standard 1: Purpose and Direction

4 of 4 items are completed



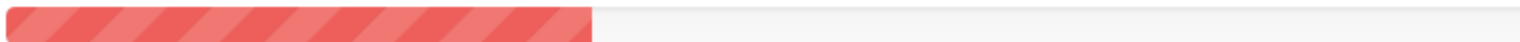
Standard 2: Governance and Leadership

7 of 7 items are completed



Standard 3: Teaching and Assessing for Learning

5 of 13 items are completed



An Easier Way to Build Goals and Plans

Goals and Plans

Goals

Streamline the process of developing and managing goals. Existing goals can be modified by selecting from the list below.

Create a Goal

None

Plans

Create and manage new and existing plans. Existing plans can be managed by selecting from the list below.

Create a Plan

Goal Builder

Step 1: Goal Name

Step 2: Objective

Step 3: Strategy

Step 4: Activity

The Goal Name is a brief statement reflecting an end result or desired condition you want to achieve.

For example...

All students at John Hopkins Elementary School will become proficient writers.

Goal

What type of goal is this?

- ☒ An academic goal is a goal that aims to meet some criteria related to student academic performance, competency or achievement.

Goal Builder

Step 1: Goal Name

Step 2: Objective

Step 3: Strategy

Step 4: Activity

1. **Who?** **You Are Here!**
2. Proportion?
3. What?
4. Measured By?
5. By When?
6. Preview?

Select the target population that applies to this objective.

☒ Particular Gender

☒ Particular Grades

☒ Particular Subgroup

☐ Female

☒ Male

☐ Pre-K

☐ Kindergarten

☐ First

☐ Second

☐ Third

☒ Fourth

☒ Fifth

☒ Sixth

☒ African-American/Black

☐ American Indian

☐ Asian

☐ Asian/Pacific Islander

☒ Free/Reduced Lunch

Eligible

☐ Hispanic

☒ Individual Education Plan

Goal Builder

Step 1: Goal Name

Step 2: Objective

Step 3: Strategy

Step 4: Activity

1. Who?
2. **Proportion?** **You Are Here!**
3. What?
4. Measured By?
5. By When?
6. Preview?

What proportion of the target population should achieve the objective?

- ✓ Choose...
- A count
- A percentage
- A percentage decrease of
- A percentage increase of

Goal Builder

Step 1: Goal Name Step 2: Objective Step 3: Strategy Step 4: Activity

1. Who?
2. Proportion?
3. **What?** **You Are Here!**
4. Measured By?
5. By When?
6. Preview?

What does the target population need to achieve?

What content area will this objective apply to?

- ✓ Choose...
- Art & Humanities
- Career & Technical
- English Language Arts
- Health/Physical Education
- Mathematics**

...e, what will the target population be able to do? Please complete

Step 1: Goal Name

Step 2: Objective

Step 3: Strategy

Step 4: Activity

For more information and help with ASSIST, [click here](#).

1. Who?
2. Proportion?
3. **What?** **You Are Here!**
4. Measured By?
5. By When?
6. Preview?

What does the target population need to achieve?

What content area will this objective apply to?

Mathematics

When they achieve this objective, what will the target population be able to do? Please complete the following statement...

The target population should

✓ Choose...

- collaborate to
- complete a portfolio or performance
- demonstrate a behavior
- demonstrate a proficiency



Goal Builder

Step 1: Goal Name **Step 2: Objective** Step 3: Strategy Step 4: Activity

1. Who?
2. Proportion?
3. What?
4. **Measured By?** **You Are Here!**
5. By When?
6. Preview?

How will success be measured? Please complete the following statement...

This objective will be measured by



For more information and help with ASSIST, [click here](#).

Goal Builder

Step 1: Goal Name

Step 2: Objective

Step 3: Strategy

Step 4: Activity

1. Who?
2. Proportion?
3. What?
4. Measured By?
5. **By When?** **You Are Here!**
6. Preview?

When should this objective be reached?

05/07/2013 

Back

Cancel

Preview

Goal Builder

Step 1: Goal Name Step 2: Objective Step 3: Strategy Step 4: Activity

1. Who?
2. Proportion?
3. What?
4. Measured By?
5. By When?
6. **Preview?** **You Are Here!**

Your Objective...

85% of Male African-American/Black, Free/Reduced Lunch Eligible and Individual Education Plan Fourth, Fifth and Sixth grade students will demonstrate a proficiency in basic math facts in Mathematics by 05/07/2013 as measured by NWEA.

Back

Cancel

Accept and Continue

Goal Builder

Step 1: Goal Name Step 2: Objective **Step 3: Strategy** Step 4: Activity

A Strategy is an action that is specific, planned, evidence based and focused on student results to accomplish a goal and objective. A strategy can be thought of as the “how” to achieve the objective and/or goal. There can be multiple strategies to achieve each measurable objective.

For example...

Writing to Win

Teachers will complete professional development in differentiated instruction for paragraph structure.

Each one will work with an instructional coach to set up classroom structures that support differentiated approaches based on children's goals, skills and learning preferences.

Strategy Name

How will the strategy work?

Linda Forward, Director
Office of Education Improvement &
Innovation
Michigan Department of Education
ForwardL@michigan.gov